



St George's
School Edgbaston

PREP SCHOOL: CURRICULUM POLICY

Revised: January 2024



St George's School is a Gold Rights Respecting School. The following Rights have been considered when writing this policy.

- Article 2 – non-discrimination
- Article 12 – respect for the views of the child
- Article 23 - children with a disability
- Article 28 – right to education
- Article 29 – goals of education
- Article 15 – freedom of association
- Article 31 – leisure, play and culture

Introduction

St George's School provides a broad and balanced curriculum in accordance with the school's aims. We recognise national guidelines and the requirements of the National Curriculum within the context of our school, and our curriculum is very much centred around our students. Therefore, this may change year on year as we plan around each cohort of children.

Considering the nature of the school and the wide-ranging abilities of our intake, there is an emphasis on giving each of our students the opportunity to strive towards their academic best, securing qualifications that reflect their true potential. It is our intent to lay secure foundations for progression into Further and Higher Education, or into the chosen field of an individual's wish. When differentiating our curriculum we take into account the age, aptitude and needs of a child, including any with an EHC plan; the provision of EAL support; and intervention support for numeracy, literacy, speech & language; thus enabling all our children to learn, develop their understanding and make progress.

We give pupils experience in linguistic, mathematical, scientific, technological, human & social, physical, aesthetic and creative education. We provide for pupils to acquire skills in speaking & listening, literacy and numeracy. We look to promote spiritual, moral, cultural, mental and physical development of children at the school, as well as Fundamental British Values, whilst preparing them for the opportunities, responsibilities and experiences of adult life.

We believe children learn best when they can see links between concepts, and have reasons for their learning. St George's Lower School has adopted a meaningful, functional curriculum encompassing all core and foundation subjects. We aim to foster a lifelong love of learning, through adopting a highly practical and cross-curricular approach. Learning should be meaningful and purpose driven. The

curriculum has been designed to deliver an education that will equip our children with the skills required to be responsible citizens, and promotes Fundamental British Values.

St George's School believes in encouraging pupils to "take ownership" of their own studies wherever possible by following a wide range of learning approaches.

Through the curriculum our children will grow and develop into well-equipped young people, prepared for the next steps in their lives.

Developing caring and responsible citizens who:

- Respect others
- Have empathy and tolerance
- Have enquiring minds
- Are resilient
- Can communicate well
- Are able to learn independently and collaboratively
- Have essential learning skills in literacy, numeracy, science and ICT
- Are creative and resourceful
- Develop problem solving skills, and can transfer skills to different situations
- Are confident individuals who are able to live safe, healthy and fulfilling lives (Preparing for Adulthood – PfAs)
- Know how to sustain and improve the environment and consider the needs of present and future generations when making choices
- Have a sense of belonging, worth, purpose and identity through contributing to our school, local, national and global community
- Understand the need for democracy

Delivery

Topics are carefully created using content from the National Curriculum, pupil voice, and progression continuums. This ensures a broad and balanced curriculum and enable us to make meaningful cross-curricular links. Key skills are carefully pulled together to create topics with clearly identified cross-curricular Literacy, Numeracy, and ICT opportunities. These topics also provide a breadth of coverage including Spiritual, Moral, Social, and Cultural development, Fundamental British Values, Preparing for Adulthood skills and opportunities and have a purposeful end goal linked to the Sustainable Development Goals (UNICEF Rights Respecting Schools). The nature of our topics encourages children to apply a range of skills across their learning; making connections, so deepening their subject knowledge and

understanding, and in turn, promoting independent learning. Pupils are actively involved in the planning, decision-making and delivery of their learning. Opportunities to practice functional life skills are given through problem solving activities, performance, charity work, community outreach and trips.

Each year group has specific content to cover however the pupils are actively involved in the planning, decision-making and delivery of their learning. There is the flexibility to change the vehicle by which they are taught based upon the needs and the interests of the pupils. Through having a purposeful end goal initiated by the children, pupils are inspired and enthusiastic about their learning. As a school we believe learning takes place in many situations, both inside and outside of the classroom. We often plan trips at the beginning of new topics so the children have tangible real-life experiences to support their learning, develop their interest and enable them to make links across the curriculum. These experiences support the acquisition of key skills to help them understand more abstract concepts.

This is also an opportunity for St George's to make links between our school and the local community. These will take place within our school grounds, the local area and beyond. We incorporate experiences throughout the year to give the children the opportunity to have a deeper understanding of a variety of religions, cultures and beliefs. Residential trips are offered to our Year 5 & 6 pupils to foster independence, collaborative learning and resilience.

Foundation Stage

Our Foundation Stage curriculum is guided by the Early Years/Foundation Stage (EYFS) guidelines and principles. At St George's we endeavour to ensure that the EYFS curriculum provides a firm foundation for the rest of their education. We design our curriculum to enable our youngest pupils to develop Key skills and attitudes towards learning. All topics covered in the EYFS link progressively with those taught across school. We have a separate EYFS Teaching and Learning Policy, which provides more detail.

Explicit Subjects

Physical Education

All pupils are expected to take part in the school's physical education and games program, which provides opportunities for both indoor and outdoor activities. PE lessons are provided twice a week; taught by the class teacher or a specialist PE teacher. Classes will take it in turns to go swimming so one of the weekly PE sessions may be a swimming lesson delivered by trained swimming instructors. Throughout

the school week there are numerous other opportunities for children to be physically active both inside the classroom and in the grounds.

Modern Foreign Language

French lessons are planned and delivered weekly by a Modern Foreign Languages specialist. Pupils from Year 1 – Year 6 have the opportunity to learn French.

Music

All pupils from Reception to Year 6 have a weekly Music lesson. They also take part in a weekly singing assembly. Throughout the year pupils have ample opportunities to perform in productions and assemblies. Many children also take advantage of the extensive range of peripatetic music lesson on offer in school.

ICT

Computing skills are explicitly taught through weekly lessons but at St George's we understand the importance of teaching the children about internet safety and navigating the internet safely and ensure that the coverage of these vital aspects is shown throughout the curriculum. Children use cross-curricular ICT skills across over subjects.

RE and PSHE

RE and PSHE are taught as discrete lessons, however, SMSC, FBV and PfA links within topics are identified on the MTP planning. We use the Birmingham Agreed Syllabus for RE, Protective Behaviours and the Jigsaw program for PSHE. Opportunities to embed spiritual, moral, social and cultural development are identified and these run throughout the curriculum which support our Rights Respecting Schools ethos.

Philosophy for Children (P4C)

At St George's P4C helps to form the basis for higher order thinking and questioning based on caring, critical, collaborative and creative questioning which are explicitly taught through the P4C scheme but are seen across the curriculum and its subjects.

SMSC

All National Curriculum subjects at St George's provide opportunities to promote pupils' spiritual, moral, social and cultural development. Explicit opportunities to promote pupils' development in these areas are provided in Religious Education and the non-statutory framework for personal, social and health education (PSHE) and citizenship. A significant contribution is also made by the school ethos, effective relationships throughout the school, collective worship, our Rights Respecting Schools agenda and other curriculum activities.

At St George's we believe that these areas are intrinsic to the daily life of the school. They are taught the following important skills:

Spiritual Development

- To be able to reflect on their own beliefs and how they may inform their perspective on life
- To ask questions and develop interest in and respect for different people's faiths, feelings and values
- To develop a sense of enjoyment and fascination in learning about themselves, others and the world around them
- To use imagination and creativity in their learning
- To be willing to reflect upon their experiences

Moral Development

- To be able to recognise the difference between right and wrong and readily apply this understanding in their own lives and therefore respect the civil and criminal law of England
- To be able to understand the consequences of their actions and behaviours
- To show an interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

Social Development

- To be able to use a range of social skills in different contexts, including working with and socialising with pupils of different religious, ethnic and social economic backgrounds
- To have a willingness to participate in different communities and social settings, including by volunteering, cooperating well with others and being able to solve conflicts effectively
- To accept and engage fully with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs

Cultural Development

- To be able to understand and appreciate the wide range of cultural influences that have shaped their heritage and that of others
- To understand and appreciate the range of different cultures within school and further afield as an essential element for their preparation for life in modern Britain

- To have a willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- To develop an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity

PSHE

Alongside the opportunities for SMSC we follow the Jigsaw Program which empowers all children to develop the fundamental social and emotional learning skills which will enable them to make positive choices throughout life.

Extra-curricular

We offer a wide range of activities to encourage children to participate and learn new things. These are provided through our wellbeing afternoons or additional clubs. Through the School Council the children identify possible clubs they would like to attend. These are reviewed on a termly basis. This gives every child the opportunity to try a wide variety of activities outside the formal academic setting. It enables them to work cohesively as part of a group, develop perseverance and foster their own interests in a safe environment. Current after school activities can be obtained from the admin office.

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French lessons are planned and delivered weekly by a member of the Upper School Modern Foreign Languages department. Pupils from Year 1 – Year 6 have the opportunity to learn French.

Throughout the year pupils have ample opportunities to perform in productions and assemblies. Many children also take advantage of the extensive range of peripatetic music lessons on offer in school.

Long Term Planning

We follow the National Curriculum and teach the required knowledge and skills for the appropriate year group. Over the course of each year all foundation areas will be covered, however some subjects have a heavier weighting within topics than others. Science is expected to be taught in every topic; however, some scientific concepts will be taught as discrete subjects.

Medium Term Plans

Teachers use the long-term plan and National Curriculum objectives to begin to create a theme which will be developed with the children's ideas. The teacher will focus on engaging and meeting the needs of their particular children. Teachers develop their plan, identifying resources, possible trips and experiences to promote learning. Key skills and knowledge are identified on the medium planning and learning inquiries are mapped out week by week. In Literacy we follow Talk for Writing and in Numeracy we use a Mastery approach and use White Rose.

Short Term Plans

There is a consistent approach to short term planning. Weekly lesson plans are produced to enable teachers to consider how the lessons are presented to the children and spend time creating bespoke resources.

Teachers are expected to consider:

- The learning objectives to be covered
- The skills or knowledge needed to succeed
- AFL and key questions
- Possible misconceptions
- How the learning will develop throughout the lesson
- Ensuring progress for different groups of children – challenge, scaffolding, EAL etc.
- IEP targets and EHCP short term outcomes (as appropriate)
- Key vocabulary - this may be subject or skills specific
- Use of thinking tools to promote independent learning
- Previous learning and next steps from the medium-term planning

How we Differentiate for the Needs of our More Able Pupils

St George's School has its share of More Able pupils. They are identified in general terms through both formative and summative testing. Teachers identify the top 20% of their cohort.

We recognise the importance of ensuring that more able pupils are stretched through appropriately high expectations. This will be addressed through careful differentiation in class, gap tasks and challenges, or additional groups and activities designed to meet their needs. It is our intention to broaden and deepen the children's understanding. All staff will plan their teaching to accommodate the different abilities of their pupils.

Some pupils will display exceptional ability in certain subjects and they will be identified by class teachers or subject specialist teachers. These children will be offered a range of opportunities to show case their talent, and teachers will identify ways to challenge these children through the curriculum. We also appreciate that some pupils' talents lie outside the academic curriculum, and we will provide a range of opportunities and experiences for these talents to be recognised and developed. Where a talent is being developed outside of school e.g. professional sports coaching or drama company, the school will make such adjustments to that pupil's timetable, homework schedule etc... that are reasonable and will not prejudice the pupil's academic performance.

Inclusion

The ability range of the pupil cohort in Lower School is wide and varied. We have some children who hold Educational Health Care Plans; they are placed with us via their Local Authority. Some students arrive from overseas with little experience of the English language; many have various SEND needs. We also have children who exceed National Averages. We differentiate for the needs of all learners, whatever their starting point, and deliver a curriculum which both underpins and supports all pupils, as well as fostering independence and providing stretch and challenge.

We value the diversity of individuals within the school. All children have equal access to the curriculum, and are treated fairly, regardless of race, gender, religion or ability. There are numerous strategies to support children with SEND. Risk assessments are used to ensure all pupils can safely participate in the full curriculum. (See Inclusion Policy), (See EAL policy).

Home Learning

Children have access to a range of online resources to support their learning at home including Nesy, Bug Club online texts, Times Tables Rock Stars and Mathletics. Children have spellings to go home and they are assessed on their spellings on a weekly basis. Each child has independent reading books pitched at their reading level and they have a reading diary to record their frequency and progress with reading at home. Additional pieces of work are sent home. Home learning tasks help practice skills or prepare the children for new learning. Each half term, Key Stage 2 children also have a homework project which is related to their current topic or a Sustainable Development Goal. The children take responsibility for undertaking research and can choose how to present their projects to the rest of the class to promote independent and creative learning.

Monitoring Arrangements

Subject Leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book scrutinies

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

Organisation of the Curriculum

Our taught curriculum is delivered through a weekly timetable with each day divided into 6 periods of learning. The length of lessons is dependent on the age of the students and the subject being covered. Each term a new timetable is implemented and these are shared with parents.

The Prep School staff and SLT will review this policy annually

**To be reviewed January 2026
or as and when statutory
guidance / legislation changes**